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ABSTRACT

Perceptions of community college faculty and administrators concerning faculty development needs, and of faculty incentive systems, institutional climate, and institutional values as they relate to faculty development, were compared in this study. A Faculty Development Inventory was mailed to a random sample of 75 administrators and 150 faculty at three Illinois community colleges. An overall response rate of 64% was achieved. Data analysis indicated that there were no significant differences between the perceptions of faculty and administrators concerning faculty development needs or the importance of various incentive systems. However, significant differences were found in perceptions of institutional climate (which administrators saw as unimaginative, dull, and repetitive) and institutional values. An extensive bibliography and the Faculty Development Inventory are appended. (JDS)

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STAFF DEVELOPMENT: PERCEPTIONS OF FACULTY AND ADMINISTRATORS at SELECTED COMMUNITY COLLEGES IN ILLINOIS

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A MAJOR APPLIED RESEARCH PROJECT PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF EDUCATION

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AN ABSTRACT FOR A MAJOR APPLIED RESEARCH PROJECT submitted by Frank A. Christensen.

TITLE: STAFF DEVELOPMENT: PERCEPTIONS OF FACULTY AND ADMINISTRATORS AT SELECTED COMMUNITY COLLEGES IN ILLINOIS

Staff development is an emerging concept in community colleges and is receiving a great deal of emphasis. Since the community college represents the fastest growing educational enterprise and since the staff is their major resource, this focus is understandable. While community college programs have responded with the development of many different varieties of inservice training programs for staff, little attention has been given to how needs are perceived and the effects these perceptions have on program development, implementation and participation.

The purpose of this study was to analyze the perceptions of faculty and administrators at selected community colleges toward the developmental needs of faculty, institutional values, institutional climate and incentives as they relate to staff development programs.

A number of hypotheses have been suggested in the literature relative to the relationship between the items on the Faculty Development Inventory and the

purpose of the study. This study tested the following null hypotheses:

A. There are no significant differences between the perceptions of faculty and administrators about faculty developmental needs.

B. There are no significant differences in the perceptions of faculty and administrators about the institutional climate.

C. There are no significant differences between the perceptions of faculty and administrators concerning the importance of selected incentives.

D. There are no significant differences between the perceptions of faculty and administrators about institutional values.

The testing of these null hypotheses enabled the author to make observations and suggestions about the perceptions of faculty and administrators and about how these perceptions have influenced and affected staff development programs.

The Faculty Development Inventory was administered to fifty-two administrators and ninety-two faculty from three suburban community colleges. Responses of faculty were compared with responses of administrators and treated statistically using chi square and "T" tests.

RATIONALE FOR PARALLEL M.R.P.'s

Staff development is recognized as an important factor in assisting community colleges to achieve their goals and fulfill their mission. Almost every community college has staff development activities. The extent to which these exist on campuses range from a few activities to sophisticated models of organizational development.

Although there has been increasing attention focused on the importance of faculty development, there is little in the literature which reports differences in perceptions of what faculty development needs are as seen by administrators and as seen by faculty. Recently a trend for community college faculty to become affiliated with collective bargaining associations has been noted; however, very little research is available which describes the influence collective bargaining may have on faculty development programs.

This is one phase of two parallel studies which examined faculty development as perceived by administrators and by faculty in two situations. The researchers conducted a comparative study of perceptions of developmental needs of faculty, attempted to appraise the influence of institutional climate, evaluated the various incentives which are used to reward faculty and compared administrative and faculty values in reference to the faculty development program. Mr. Hinton, a faculty member at William Rainey Harper College, has focused his

study on community colleges affiliated with collective bargaining associations; Mr. Christensen, an administrator at William Rainey Harper College, has focused his inquiry upon community colleges which do not have collective bargaining at this time.

These studies were conducted separately and reflected each author's independent thinking as well as his background and professional orientation. Both studies were conducted simultaneously, however, utilizing the same instrument and method of collecting and treating the data. It is felt that this procedure facilitated the development of more useful generalizations about the implications of collective bargaining for faculty development programs.

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CHAPTER I

PURPOSE OF STUDY

The purpose of this study was to compare the perceptions of faculty with the perceptions of administrators at selected community colleges in Illinois. These perceptions concern the developmental needs of faculty, appraisal of the institutional climate, rating of faculty incentives, and comparison of administrative/faculty values that relate to the development, participation, implementation and administration of inservice faculty development programs. As a secondary purpose, the author attempts to make recommendations to improve staff development programs.

STATEMENT OF PROBLEM

Most every community college has some provisions for inservice faculty development. The extent of institutional efforts range from very modest low cost programs with one or two elements to complex models exemplifying the latest thinking of total organizational development. Most staff development programs can be categorized into one of three groups.

1. Skill Building Programs: Inservice programs that assist faculty to develop new or enhance existing teaching skills. Some examples of these include reimbursement for graduate courses, sabbatical leaves and travel funds to attend conferences.

2. Program and Skill Development: These programs go beyond the skill development activities and include the development of inservice training required for new and innovative programs. An example of this would be bringing in consultants and releasing time to develop and implement a new form of instruction.

3. Organizational Development: Institutions that employ the concept of organizational development recognize the necessity to structure staff development throughout the institution to include faculty, administrators, and classified staff. Most institutions in this classification employ a person or committee to oversee the interrelationship between staff development needs and institutional goals.

By far, the largest part of any community college budget goes for faculty salaries. How the faculty use their time determines more than anything else how well the resources of the institution are applied. These colleges that are new additions to post secondary education can no longer rely on increasing funds for new programs and will no longer be able to count on an expanding faculty for new ideas. A viable alternative will be to improve the competencies of existing staff.

For the most part, the faculty of a community college has come from a variety of sources. They have probably not had experience in a two-year institution, many come directly from graduate school with no teaching

experience. Others come from four-year colleges and universities and secondary schools, and others from the world of business and industry with or without academic preparation in teaching.

It is understandable why community colleges have had difficulty in carving out an identity and developing institutional goals and objectives in light of such a diverse source of staff, each coming with preconceived ideas. Even though most have a Master's Degree, the graduate institutions have not prepared the community college faculty to deal with the unique needs of the institution in which they now serve or the "new students" who are attending. As a result most every community college has some form of orientation to acclimate faculty to the specific needs of the college as well as others that permit faculty to upgrade their skills.

The need for inservice programs is not new. Medsker (1960) in his first edition of The Junior College, briefly identified the need. In 1966, when the second edition was published, Medsker (1966) placed much more emphasis on the topic and stated that community colleges should establish programs to assist faculty understand the two-year college and to participate in the development of its purposes and policies.

In an essay on Teachers for Tomorrow, O'Banion (1973) traced some of the major events relating to staff

development ranging from Florida Senate Bill 76, which created the three percent staff development program for Florida's community colleges, the Community College Act of 1969 by Senator Harrison Williams, to the recent emphasis on staff development in the literature on higher education.

Staff development rapidly became a recognized need, not only by institutions themselves, but other agencies as well. In 1969, the American Association of Community Junior Colleges conducted a national survey to provide information on continuing and refresher studies for faculty in community colleges. As described in the Change Report "Will the Faculty Survive," Honey (1972) noted interest in staff development for colleges by public and private agencies such as the National Science Foundation, National Institute for Health, National Foundation for the Arts, the Fulbright Program, American Council on Education, the American Management Association, the Academy for Educational Development and the Ford Foundation.

Those who recognized the problem first and are affected most are the ones who work in and give direction to the community colleges. As these new institutions developed, it became increasingly evident that a strong system of faculty development and support would be necessary if institutions were to keep themselves vital, raise their prestige or enlarge their scope. The problem was so apparent that in 1973, the Assembly of the American

Association of Community Junior Colleges, AACJC (1973) urged that administrators accept staff development as a first rank priority.

As community colleges begin to respond to the demands for faculty development programs, a critical issue emerges centering around who will make the important decisions about planning the programs. As one reviews the literature, there is little doubt as to the need for staff development, however, there are mixed and inconsistent views as to how needs are perceived and how activities are planned.

It was the purpose of this study to clarify the perceptions of faculty and administrators on issues related to faculty development because it is from the perception of needs that programs emerge.

DEFINITION OF TERMS

Staff Development: For the purposes of this study, staff development was defined for the community college as inservice training programs, formal and informal, designed for the purpose of upgrading and improving professional skills and competencies of employed staff. Faculty development is often interchanged with the term staff development. Activities prior to employment (pre-service training) are not included in the definition nor are programs extended to

part-time or adjunct faculty.

Institutional Climate: For the purpose of this study, institutional climate was defined as the prevailing or average attitudes that exist surrounding faculty and administrators at a given community college. These attitudes relate to such things as values, teaching, freedoms, stimulation, suppression, personal, social or political activities (Pace, 1966).

Community College: Community college was used synonymously with junior college throughout this study. It is used in reference to any of the two-year public institutions governed by the Illinois Community College Board.

Staff: Persons in the full-time employ of a community college district who:

1. have responsibility for classroom instruction.
2. have direct relationship to the student in an administrative or advisory manner.

Values: Values are the standards of desirability by which an individual chooses between alternate behaviors. They are effective criteria -- standards for feeling -- and are the standards by which attitudes are formed. Every decision has some directive purpose or value at its root. Though this purpose or standard for conduct may not be verbalized, it is nonetheless operative. Value criteria must be acknowledged if the individual is to know who he is and why he is doing what

he is doing.

All administrators and faculty have professional values that include those activities or characteristics they feel are worthwhile. Professional values are important because they ultimately determine the choices and subsequent behaviors faculty make every day. As educators become increasingly aware of their professional values, perhaps they can make more effective decisions.

Incentives: Incentives are the positive circumstances that cause faculty members to respond to a particular stimulus. The institutional incentives set the tone and have a tendency to mobilize and determine the professional activity of faculty. The incentives will vary between constituencies on the basis of the institutional reinforcement schedule and the faculty members' perception of that schedule. Other commonly accepted labels for incentive are "reward system," "pay off" and "motivation."

MAJOR ISSUES AND HYPOTHESES

How are decisions made on the campus, particularly such decisions as might change academic programs? Who should make these decisions? What is the rationale for decision making that currently exists in these selected community colleges? The author feels the answers to these questions have strong implications for

the discord that often exists between faculty and administration.

The community college can function effectively only when common goals and objectives are acknowledged. The AAUP's principle of shared authority and responsibility has been defined as follows:

> . . . among the faculty, the administration and the governing board, there is an inescapable interdependence. . . The essential and overriding idea is that the enterprise is joint and that there must be adequate communication among these components, and full opportunity for appropriate joint planning and effort.

It was the assumption of the author that cooperation between faculty and administrators could be significantly enhanced by the implementation of faculty development programs that reflect planning and effort that will meet true needs, not assumed needs. In addressing the project to these concerns, the following null hypotheses were proposed.

A. There are no significant differences between the perceptions of faculty and administrators about faculty developmental needs.

B. There are no significant differences between the perceptions of faculty and administrators of the institutional climate.

C. There are no significant differences between the perceptions of faculty and administrators concerning the importance of selected incentives.

D. There are no significant differences between

the perceptions of faculty and administrators about institutional values.

RATIONALE FOR THE HYPOTHESES

As has been suggested, cooperation between faculty and administrators could be significantly enhanced by faculty development programs that reflect a shared assessment of needs. Whereas Iefforge (1971) says that only faculty members can clearly identify the training needs they have, Thornton (1966) advocates this responsibility to the administration. Yarrington (1973) addresses this conflict and states that more agreement is needed on what faculty development is, who it is for, who should do what, how it should be done and who should pay for it. This conflict is further summarized by Wilson (1973) who indicated that there are people working in the same college trying to achieve contradictory goals. Based on this information, the hypotheses for this study were developed on the belief that there are differences that exist in the perceptions of faculty and administrators toward the developmental needs of faculty, institutional climate, the importance of selected incentives, and institutional values.

SIGNIFICANCE OF STUDY

It is hoped that this study will begin to answer

some of the questions that are directly related to faculty development programs within the community college; the particular problem being that faculty development programs have been built around the perceived needs of teachers. Currently research in the area of faculty development clearly identifies the need but fails to recognize the importance of how needs are perceived and by whom. Who does the planning may have more implications for success than what is planned. The conclusions of this study will clarify the interrelationship of institutional climate, perceptions of needs and perceptions of important values and the implications that these have toward the development, implementation, administration and participation in faculty development and inservice programs. In addition, it is hoped that the results of this study will improve faculty and administrative relationships that have often broken down under the press of conflicting priorities. This in turn should enhance the institutional climate and facilitate the improvement of the educational program.

LIMITATIONS OF THE STUDY

This study was based on two assumptions; one being that there was a need to identify faculty development needs as perceived by faculty themselves and by administrators. A second assumption was that this new information should be helpful in the planning and implementation

of faculty development programs.

The study was limited to a stratified random sample of approximately one hundred faculty and forty-five administrators from three Illinois community colleges that are not affiliated with a collective bargaining unit. There was no reason to believe that the sample population is significantly different from other community college faculty with non-union affiliation. Nevertheless, the results can be generalized only to the extent that this particular group is representative of the population from which it was drawn.

An additional limitation to this study was that no replication was made to confirm its findings. If the results seem important, a replication of the study should be made in a different setting using a larger sample.

CHAPTER II

REVIEW OF RELATED LITERATURE

INTRODUCTION

In reviewing the literature related to the perceptions of faculty and administrators toward faculty (staff) development needs, it was necessary to cover three broad areas: First, to look at community college faculty including their backgrounds, characteristics and previous training and experience, and to investigate their areas of deficiencies as well as how faculty development programs can upgrade the skills of these professionals. Second, the literature review explored the need for faculty development programs to develop a staff trained and oriented toward the unique needs of the community college. In addition, careful consideration was given to how needs are defined, perceived, structured and implemented. Lastly, the literature was used to investigate how institutions of higher education have responded to these programs in light of their own goals and objectives and to examine the kinds of incentive and reward systems that have been implemented to motivate faculty to participate.

CHARACTERISTICS AND BACKGROUNDS OF COMMUNITY COLLEGE FACULTY

Many descriptions have been written about the ideal characteristics of faculty for colleges. Often these are global generalities such as:

> The ideal teacher will love his subject, have a fondness for people, an awareness of his times, have an attractive personality, have sufficient depth and preparation to avoid superficiality of hasty syntheses and the breadth to avoid the sterility and boredom of overspecialization. He should be able to make his culture seem pregnant with unexplored possibilities for every young man and woman. (Author unknown)

In a dissertation on Staff Development In Community Colleges, Novak (1974) reported that community college faculty come from a wide range of sources, including primary and secondary schools, two-year colleges, four-year colleges and universities, graduate schools and business and industry. Most community college faculty are new to their jobs (Medsker and Tillery 1971). Forty-six percent have been teaching in a community college for three years or less. In addition, Medsker and Tillery reported that only eight percent of community college staffs had ever attended a two-year college as a student and only thirty-three percent had ever taken a graduate course about the community college. As indicated throughout the literature, the backgrounds and characteristics of the majority of community college faculty are not oriented towards the colleges in which they are currently employed.

In 1960, Medsker surveyed junior colleges and found that most of the staff were male. For the most part, community college faculty are white males from middle class society (O'Banion 1973). Medsker and Tillery (1971) reported that the majority of community

college faculty were between the ages of thirty-one and fifty years of age. At that time, less than eighteen percent were under thirty years of age and twenty-three percent were over fifty years of age. Ten years earlier Siehr (1963) reported thirty-five percent under thirty and only seven percent over fifty years of age. During that ten year period many new community colleges opened, and as the data indicated, must have been inclined to hire older faculty as opposed to new master degree graduates fresh out of graduate school. Larson (1973) found the age of community college faculty to be lower than that reported by Siehr and that the majority were between twenty-six and forty-two years of age. When the ages of faculty are compared with the ages of community college administrators (Schultz 1965), there is a tendency for faculty to be younger, with the top administrative officers of the college representing the oldest average age.

As the enrollments of community colleges stabilize because fewer new colleges are being established, coupled with greater emphasis on affirmative action and employment practices, many changes may result in the profile of college faculties. An indication of a trend to employ more women in community colleges is reflected in a study by Larson (1973) completed in California showing fifty-eight percent men and forty-two percent female. Larson also found that even though seventy-eight percent

were Caucasians, twenty-two percent were from minority groups such as Chicano, Black and Asian-Americans. Since little attention is given to racial mix of community college faculty in the literature prior to 1970, it could be concluded that few minorities were employed.

A study of the degrees held by faculty according to Novak (1974) would show approximately three-fourths holding a Masters Degree, about one-fifth with a Bachelors or technical institute degree and the remainder holding Doctorates. This is confirmed by several reports included in Appendix A of Teachers for Tomorrow (O'Banion 1972), which shows the general proportion to be seven percent with a Bachelors Degree, seventy-five percent with a Masters Degree and eighteen percent with a Doctorate. In still another study dealing only with Florida community colleges, Wattenbarger (1969) reported that eleven percent had a Bachelors Degree, seventy-seven percent a Masters Degree and Twelve percent held a Doctorate. Table 1 shows a definite trend toward an increased emphasis on the Masters Degree as the credential for entry into the community college system. The stability of the percentage holding Doctorates may indicate little perceived pressure to achieve this for entry, promotion, mobility or job security. Kovach (1973) stated:

> The Doctorate, as a degree for faculty members, is not needed or wanted in the community college. Responses of administrators implied that the above statement includes the doctor of arts degree, which

is new and, for the most part, untried. However, in an economic sense, it is already unacceptable because it is a Doctorate.

TABLE 1

PERCENT OF STAFF WITH VARIOUS DEGREES

Degree	Koos 1941-1942	Medsker 1960	Wattenbarger 1963	Medsker-Tillery 1970
Doctorate	6	10	12	9
Masters	64	65	77	78
Bachelors or less	30	25	11	13

For the most part community college faculty have been white males from middle class socio-economic levels. Most all have been trained in a four-year university and have previous work experience in secondary education, business or industry. Very few have worked, attended or had training in the community college. The odds are that they would have a Masters Degree and very few aspire to a Doctorate Degree. Most faculty anticipate internal staff development programs to supply them with the new skills or competencies they will need (O'Banion 1973, Novak 1974, Thornton 1966).

If the trends continue that have been identified by Larson (1973), we can anticipate an increased equalization between the number of men and women employed, a greater percentage of minorities and a gradual lowering

of the average age of new faculty being hired with the overall age of the community college faculty gradually increasing due to less employment mobility.

In the sixties (Wilson 1963), the enrollments on two-year college campuses across the nation increased from 750,000 to 2,500,000 students. The employment of professional staff correspondingly tripled from 41,000 to 130,000. Between 1968 and 1974 (Wallace 1974), this rapid expansion slowed and stabilized, and as a result, employment mobility was reduced.

It is fairly easy to understand the inadequacies felt by many community college faculty resulting from their backgrounds and characteristics. In addition, the unprecedented growth of community colleges and the changing needs of the students attending have caused even greater stress on faculty and a greater need for quality staff development programs.

PREPARATION OF COMMUNITY COLLEGE FACULTY

Gleazer's report (1973) indicates that many people employed in community and junior colleges feel they have not been well prepared for their assignments. One of the major problems in higher education today is connected with the preparation of faculty (Burns 1973). In 1966, Thornton listed three assumptions about the preparation of faculty for the two-year institution:

> The prospective teacher is not -- cannot be fully trained at the time he receives his credentials

> and that employers should expect that the beginning teacher will continue to learn how to teach. A second assumption is that the community college faculty should be prepared to teach in more than one subject and thirdly, that the community college teacher will attempt to qualify for employment with a minimal investment of time, planning to add additional competencies later.

Since teachers are largely recruited from other positions into junior colleges (Thornton 1966), with comparatively little opportunity to study in advance the distinctive purposes and problems of these institutions, it is fairly easy to understand the lack of orientation. Because of the diverse kinds of preparation and backgrounds community college faculty have, they tend to exhibit a wide range of attitudes toward the community college.

An article on staff selection (Kovach 1973) reports that the shift is from quantity to quality and that now, more than ever before, community colleges have the opportunity to review critically the standards for employment. Another endorsement for competency based staff selection comes from Pratt (1973) who advocates the use of and hiring of staff on the basis of skills and competencies rather than degrees.

In talking specifically about the "new student," often a nontraditional learner, Gould (1972) states that present preparation of college faculty does not prepare faculty to teach these students effectively. He advocates a pattern of workshops to be created, designed to make faculty, trustees, administrators and student

leaders familiar with nontraditional possibilities.

The criticisms verbalized about the preparation of faculty and staff for these new colleges were not totally ignored by the training institutions. In fact, in the past few years, many attempts have been made to establish programs specifically designed for training faculty for the community college.

In Virginia (Atwell and Sullins 1973), a cooperative program to improve staff was developed between New River Community College and Virginia Polytechnic State University. O'Banion (1972) in Teachers for Tomorrow identifies eighty-two colleges that were sponsoring one or more graduate programs for the preparation of community college instructors. In another section of the book he stated that the major focus of response from graduate schools has been the reorientation of graduate programs from research/scholarship to teaching/scholarship. In a journal article O'Banion (1973) cites the creation of Nova University's program for community college staff as one of the more creative responses to the need for staff development.

In anticipation of a potential conflict between the graduate schools and the community college as to who should ultimately be responsible for training of community college faculty, Yarrington (1973) stated that there is enough work to be done for everyone to have a share of the responsibility.

NEED FOR STAFF DEVELOPMENT

As early as 1960, Thornton said that "Either the community college teaches excellently or it fails completely." In 1966 Thornton pointed out that few community college instructors had the pre-service training to help them understand the distinctive opportunities and requirements of teaching in this kind of college. Following the words of Thornton, O'Banion (1972) said that the success or failure of the community college in 1980 rests on the same basis as it did in the 1970's -- the quality of its teaching staff.

In 1967, Garrison reported that a striking common denominator of community college faculty was their keen awareness of the need to keep abreast of developments in their own discipline; to refresh and upgrade themselves professionally. Supporting the work of Garrison were dissertations by Samlin (1967) and Colman (1967) containing national surveys that identified the inadequacy of most pre-service programs. Community college administrators have for a long time been dissatisfied with the inadequacies of the graduate training programs for prospective community college faculty. Fordyce (1970) summarized their feelings and verbalized the need for staff (inservice) development by saying that "Community/junior colleges have been required to a very large extent to remold and remake university graduates in order that they could perform adequately as teachers at the community college level."

The need for quality staff development programs was never more emphasized than it was by the National Advisory Council on Education Professions Development. Their report was submitted to President Nixon and the Congress as People For the People's College and stated strongly that if a social institution such as the community college is to continue to respond to ever changing needs of society, its staff must be continually retrained and upgraded (Blake 1972).

The American Association for Community Junior Colleges also acknowledged the critical need for staff development. O'Banion (1973) reported that the selection by AACJC of staff development as the theme for their second annual assembly was a major event.

"Faculty Development in a Time of Retrenchment" (1974) discusses the increased need for faculty development due to the effects of retrenchment and offers such solutions as rewards for individual initiative, assisted self-study, grants for teaching and intellectual mobility. Another rationale for staff development revolves around the special needs of teaching the under-achiever and the unprepared student. Pitcher (1967) suggests that the needs of these students are not met by traditional teaching methods. Patricia Cross (1971) seeks to shed some light on the critical task of developing an education that will serve the needs of "new students" to higher education. Medsker and Tillery (1971) say that

an understanding of how students with varying motivational interest and ability patterns learn is essential for the success of the two-year college instructor. Berry (1969) stated that the greatest lack of understanding and therefore the greatest need may concern the "low ability" or "marginal ability" students. In the community college teacher training program at the University of Iowa, each graduate student must do a case study of two community college students who are academically weak. In addition, they must make recommendations and suggest solutions for their problems.

Other needs for staff development are discussed by Barthlow (1973) who urges colleges to develop programs that go beyond the professional staff to include secretaries and other classified personnel. Bender (1972) likewise discusses the need for staff development of adjunct and part-time faculty calling them the forgotten and neglected.

The community college movement is relatively young, starting for the most part in the 1960's and expanding to over 1,200 institutions by the middle 1970's. With this rapid growth, both in number of institutions and size of enrollments, community colleges need to remain flexible. As Hammons and Wallace (1974) said, "Perhaps the greatest reason for staff development is not in preparing faculty to teach more effectively or managers to be more efficient, but the need to be

acclimated for constant change."

As the picture develops, the need for staff development becomes a critical issue that does not go unnoticed. There is strong evidence that indicates community colleges must develop programs to upgrade and develop skills necessary for their unique needs. Even though graduate schools are responding to the criticisms of the community college administrators, new faculty are still not adequately and fully prepared to teach. It is still evident that they have not had experience with or from the community college and even if they had, community colleges are changing so rapidly and facing so many new and emerging problems that staff would have to rely on training "in the trenches" as they go.

Sagen (1972) reports that most participants in inservice training programs do desire to improve their teaching. But for several reasons this does not always happen. While aware that instruction can be improved many faculty members are insensitive to their specific shortcomings. As a consequence, despite special inservice training, many teachers still rely on the familiar approaches to instruction. They do this, implies Sagen, not because they believe strongly only in one way to disseminate subject matter, but because they lack the skills necessary to translate other more difficult educational program goals into practice.

Faculty lack these skills because they are the typical product of graduate education which concentrated on content and the advanced research techniques of sub-specialization (Novak, 1974).

Another problem reported by Garrison (1967) is that community college teachers complain that there is not enough time to keep up in their subject let alone develop new methods of teaching.

Because of these mixed responses to inservice and staff development programs, it may be appropriate to consider how needs are assessed, how programs are developed and who makes the decisions related to faculty development needs.

ASSESSMENT OF FACULTY DEVELOPMENT NEEDS

Whereas before 1967 (Wallace 1973) community college personnel in charge of inservice training had to rely mainly upon the suggestions of public school and senior college practitioners, the last decade has produced research out of and indigeneous to the community college.

As one views the community college today, it is easy to find elements of a staff development program. It is often more difficult to find how programs are developed and who makes the decisions. Honey (1972), in a Change Report stated that obviously, stimulation of developmental efforts must come from presidents, vice presidents or deans with campus-wide responsibil-

ities. Thornton (1966) says it is the responsibility of the administrator to develop plans for experiences which will add to the breadth and depth of faculty. Likewise, in speaking of the multi-college district, LeCroy (1972) advocates assigning responsibility to the central office to determine the professional development needs that exist at all district colleges.

The previous studies place the responsibility for assessing needs with the college administrators, however, some call for the involvement of others. An example of the latter approach can be found in an essay on change (Lefforge 1971) indicating that only the faculty member can clearly identify the training needs he has; only he can implement the changes resulting from that training. Calling for involvement in the decision making process Wetzler (1970) said that no one person should have sole responsibility for making staff training decisions and recommends the use of a faculty review committee. In 1969, Wetzler discussed the outcomes of the Florida Association of Public Junior Colleges meeting at its summer conference. The purpose of this meeting was to discuss the implementation of the state's plan to invest three percent of the institutional budget in staff development. At this meeting, the Florida Association endorsed the use of a faculty committee to assist the vice president in reviewing projects and proposals.

In another study of Florida's three percent plan,

Kastner (1973) advocates the involvement of college personnel representing a variety of areas in the development of inservice guidelines.

However, Croy, in a study composed of thirteen public community colleges in the state of Washington in 1973 found that sixty percent of the faculty and fifty-five percent of the administrators were opposed to inservice programs being organized and administered by a faculty committee.

Seeing the value of having shared responsibility to plan and administer staff development programs, Garrison (1967) wrote that the person with basic responsibility for administering programs should be the dean of instruction. He went on to say that the dean should work with division chairmen and select a faculty committee to determine both needs and interests of the teaching staff for inservice opportunities.

Speaking again on needs assessment, Thornton (1966) said that inservice programs should be planned locally through the cooperation of instructors and administrators to meet local needs. Also recognizing this conflict was Yarrington (1973) who said that we need more agreement on what staff development is, who it is for, who should do what, how it should be done and who should pay for it. Likewise, O'Banion (1972) calls for cooperation and agreement but states that one person must assume responsibility for coordination and

that each staff member should have a program for his own individual personal development. The concept of an individualized plan is endorsed by Rupert Evans (1970) who in a seminar on graduate education asks administrators to develop with each staff member a five-year plan for individual professional development.

There is general agreement throughout the literature that the community college is a unique institution that should be left alone to carve out its identity and solve its own problems. Addressing this issue specifically, O'Banion (1972) said in reference to staff development that the community college should define its own requirements and design its own programs. However, as one might expect, other agencies have moved into the picture. The Association of Community and Junior Colleges in 1969 made an attempt to determine on a national scale the staff development needs of community junior colleges. The objective of this study, as described by Chavez (1973) was to obtain current information about staff development needs of community colleges, about their own inservice programs already in existence, and about the role that AACJC should play in providing assistance to further meet their staff development needs.

As more and more community colleges move to unionization and collective bargaining units, the impact of this is sure to be felt by staff development programs. The concept of staff development is not new in collective

bargaining and is often spelled out in specific terms in the "master contract." Nelson (1972) looks to collective bargaining as a useful force if it can focus on the real issue of improving effectiveness and not just participating in "activities."

As the picture unfolds one can see conflicts and contradictions that emerge out of the perceptions of the developmental needs of faculty. Wilson (1973) said there are people working in the same college trying to achieve contradictory goals, people who operate from contrary premises with totally different expectations, objectives and standards.

VALUES AND PERCEPTIONS

The recognition of values and perceptions has been increasingly important to community colleges. Park (1971) in describing behavior of community college faculty stated that values are a basis for perceptions and concepts of roles. Perception and role are inseparable because it is from a person's conception of himself that his role will emerge. With perceptions as the key, Newcomb (1966) stated that people will make perceptions as they have learned to do and that their habits of response are based on prior success at perceiving situations. Values as described by Kluckholn (1958) are the criteria of selection used by the individual. That being the case, it is important to more fully understand the values of community college faculty and administrators.

According to Rokeach (1968) values are standards that tell us how to live, justify our actions and judge the actions of others. Park (1971) contends that the values of the staff of a college and the perceptions that they have affect the character of an institution and that there are "formal organizational values and objectives" in opposition to "informal organizational values and objectives."

The Dallas Human Relations Lab of El Centro Community College is designed to achieve more open communication and cooperation between administrators and staff. Wallace (1974) reports that the use of the Human Relations Lab approach to clarify the difference between institutional values and staff values should be expanded and suggests this as one method of coping with a two-year college at odds with itself and its mission.

Medsker (1960) pointed out that the values of the community college faculty are varied and are related to the kind of position that person held prior to employment in the community college.

Combs (1969) stated that a major difficulty in perceptual psychology is the problem of measurement. Since a person's perceptions or beliefs are not subject to direct observation, they must be approached through some other form of inference.

The assumptions set forth by these writers is that the institutional personality is shaped by the attitudes,

beliefs, values and perceptions of the individual people who compose the college staff.

It would be reasonable to assume that if faculty development programs were to be successful they would have to fit into the value and perceptual field of the teacher.

The study of faculty values and climate conditions and the means of improving them are important considerations for the community college to achieve its mission. During the past ten years, community colleges have undergone more changes and have experienced more stress than most institutions do in fifty years. The sixties brought burgeoning enrollments with new campuses springing up faster than they could be staffed. The seventies brought retrenchment, unionization, new nontraditional students, and employment stability. The effect this had on the faculty strained the climate of the most stable colleges.

INSTITUTIONAL GOALS

Virginia Keeham (1972) raises the question, "Can community colleges succeed without the total staff being oriented and committed to the mission of the college?" In a report on Teachers for Tomorrow, O'Banion (1973) said that the National Advisory Council on Education Professions Development felt that the development of staff deserved special attention if an institution was to achieve its goals. In another essay on the progress

community colleges have made, Bounds and Sims (1972) link this with staff development programs that can bridge the span between differences and objectives. In 1973, the Assembly of the American Association of Community and Junior Colleges (AACJC 1973) concluded that colleges need to identify their staff development needs in the light of their own mission, their own clientele, and their obligation to the community they serve.

Seldom does one stop to consider whether staff development is designed to benefit the institution, the staff member or both equally. Kastner (1973) recommends that staff development programs promote the achievement of institutional objectives as a primary goal with individual benefits as a secondary concern. A citation by Hammons and Wallace (1974) calls for the balancing of institutional priorities and individual needs. They go on to say that an ideal solution would be to generate a program for staff development from clearly formulated statements of insitutional goals and objectives, to combine these with training needs derived from the needs of the total staff and to organize from this mixture a balanced staff development program. At William Rainey Harper College, a faculty development program was stated to be focused on institutional goals concerned with a variety of instructional related programs. Individual goals are threaded throughout the organization and linked to the institution's list of goals and objectives.

RESISTANCE TO CHANGE

Most would agree that the purpose of inservice activities and staff development is to create some type of change. However, many attempts to implement new ideas have been less than favorable. One of the single greatest obstacles to effective leadership on the part of administrators (Honey 1972) is the unwillingness to recognize the inability to deal with faculty conservatism and their resistance to change.

Many attempts to implement new ideas or to initiate staff development programs have been less than favorably received by faculty. In 1970, Ladd reported problems related to resistance to change:

> 1) Except when faced with severe pressure or th threat of it, change is "frighteningly limited." 2) The study and report technique commonly used by faculty committees does little to bring about change. 3) When change is dictated by a senior administrator, the extent of the changes made will be limited. 4) Contrary to what a lot of people blieve, participation from all segments of the institution does not greatly expand the likelihood of bringing about change, and 5) The larger the college, the more difficult change becomes.

In a study on attitudes toward inservice programs, Croy (1973) disclosed that, in general, faculty have a negative attitude toward staff development programs. It has often been stated by faculty that these programs are something to "be endured." Faculty have not only had doubts about the value of these programs, but have seriously questioned the expense of high priced consultants in light of other economic constraints. Also, in the Croy

report it was pointed out that reformers have often assumed an automatic resistance on the part of faculty and academic departments to inservice programs to improve teaching. However, part of this resistance has sprung not from an unwillingness to make the necessary efforts but from a lack of knowledge about how to improve and a sense that such knowledge was not really available.

Paradoxically, Hirschowitz (1975) indicated that troubled organizations or faculty under strong pressure to change often respond by rigidifying their bounderies, turning in on themselves and firmly maintaining traditional operations.

There is a wealth of literature emerging on change and the management of change in academic institutions. It would be inappropriate to pursue this to great detail, however, those that plan and those that participate in staff development programs must be aware of its position. As Milton (1972) concludes, the dynamics of change are exceptionally complex. Limited and provincial views are impediments to change and many techniques often used to bring about change have been demonstrated to be ineffective.

Perhaps to understand change one must understand motivation and the incentives that are commonly used to stimulate change.

INCENTIVES FOR FACULTY DEVELOPMENT

Most institutions of higher education have used rather traditional methods to entice faculty to participate in staff development activities. Recognizing the need for some incentive system, Hammons and Wallace (1974) said that a staff development program is doomed to failure unless the staff wish to attend; implying that there has to be some kind of reward. What Hammons and Wallace (1974) do not say is what should be used as an incentive and what faculty and staff regard as a strong enough reward which will motivate them to participate.

College administrators have often turned to monetary rewards to cause faculty to want to change behavior. This can be observed in such practices as released time to do special projects, additional pay to come in prior to the start of a semester to participate in orientation, reimbursement for graduate course work and other professional expenses. Most of these practices were outgrowths of business and industrial management concepts that educators were quick to pick up.

Following this model, Thornton (1966) said that added pay should be used as an incentive for faculty to participate in additional activities. Later in 1973 Gould advocated persuading faculty to involve themselves and then to compensate them through released time or additional pay.

What appears to have taken place is that too much

emphasis is given to motivators which could have exerted a powerful influence on behavior. This is not to dispute the notion that money is not a motivator, however, money may not -- often is not -- the best incentive.

In discussing faculty needs that relate to motivational aspects of behavior, Blocker (1972) stated that it is essential for us to understand that it is not only the students who are seeking a sense of identity and relevance but also the faculty. Above all, faculty have needs for self-fulfillment. He later went on to say that until we change our concept of human behavior as it relates to the procedure we use in establishing goals, evaluating performance and providing rewards, we can expect to continue to experience distress in the form of unsatisfactory behavior.

In supporting this, Saul Gellerman (1968) states that the conventional rewards and punishments used by management tend to be short lived. He advocates, in brief, that conventional rewards do not offer a practical motivational strategy, and that we need to identify motivational "levers" which management is in a position to operate and that produce a favorable long-term effect.

One "lever" that Gellerman would endorse would be to creat a climate in the community college that simulates and encourages participation in "risk taking" activities. Pace (1966) describes the environment of most colleges to be one of stimulating the suppression

of new ideas, certainly not toward "risk taking" behaviors on the part of faculty and staff. One would tend to agree with Cohen (1971) when he stated, "When the rewards are clear, and the opportunities are provided, staff members will choose to be innovative and creative."

CONCLUSION

In conclusion, it is obvious that many factors potentially affect the perceptions of faculty development needs. If faculty and administrators perceive faculty needs differently, there is reason to suspect that this could affect the construction of faculty development programs as well as the level of participation. Laced throughout the literature is the need for staff development programs at community colleges. Faculty for these colleges come from a wide range of sources and have a variety of backgrounds. For the most part, they have had little contact or exposure to the two-year college. In addition, many community college faculty have stated that their pre-service training did not prepare them adequately for their present responsibilities. In most cases, community colleges have responded unanimously with the establishment of faculty development programs. However, these programs that were developed to bring about some change have often been only marginally successful. Some barriers that have been placed in the midst of these programs include conflicts over who does the planning, what

activities are scheduled, differences in values and goals, resistance to change and lack of an effective system of rewards and incentives. Faculty have asked for inservice training programs and administrators have responded by allocating large portions of institutional resources to this concept. However, if the barriers cannot be removed, faculty development programs will not achieve their full mission.

CHAPTER III

DESIGN AND PROCEDURES OF THE STUDY

INTRODUCTION

This chapter contains a presentation of the design of the study and a discussion of the manner in which it was carried out. Specifically, the first major division is a review of the background and the hypotheses for the study; the second, third and fourth constitute the colleges to be included, the selection of the sample and the instrument used for the collection of the data. The fifth major division identifies the specific steps used in the collection of the data. Finally, the sixth division is a discussion of the treatment of the data. It is intended that this chapter present a clear picture of the rationale, the sequence of events and the evaluation procedure of this study in order to provide an adequate background for understanding and interpreting the results presented in Chapter IV.

REVIEW OF THE BACKGROUND AND HYPOTHESES FOR THIS STUDY

As discussions in Chapters I and II have indicated, there appears to be a substantial need for faculty development programs in the community college. As investigators have found these needs result from the wide range of backgrounds and prior experiences of community college faculty. Be self-advocation faculty have admitted that

their training did not prepare them adequately for their role in the community college. As colleges developed and services emerged, faculty development programs became a common ongoing activity.

However, as several researchers found, just having a faculty development program does not guarantee that it will be successful. Issues have emerged over who does the planning of activities, compensation to be given for participation, what the risks or rewards will be, and who should benefit as a result.

Most faculty development programs are somewhat related to administrative decisions about the allocation of resources, who plans the programs and the rewards and incentives to be used. With this in mind, the purpose of this study was to examine and compare the perceptions of administrators with the perceptions of faculty as they relate to the developmental needs of faculty, institutional climate, institutional values and incentives.

It is believed that these perceptions can influence the kinds of faculty development programs that are developed as well as faculty attitude towards them.

COLLEGES TO BE INCLUDED

In considering various methods to obtain the ncessary data for this study, time and financial limitations dictate a limitation to three colleges in the greater Chicago area. The colleges in the study were

selected on the basis of the following criteria: Community colleges under the jurisdiction of the Illinois Community College Board, institutions less than ten years old, institutions located in suburban communities, and institutions that do not have union or collective bargaining agreements for the faculty.

The institutions meeting these criteria and that were selected for the study are William Rainey Harper College located in Palatine, Illinois, Oakton Community College located in Morton Grove, Illinois, and McHenry Community College located in Crystal Lake, Illinois.

SELECTION OF SAMPLE

The academic dean at each of the three selected co-leges was asked to provide a list of administrators and faculty. From these lists, using a table of random numbers, a stratified sample of at least twenty percent of the faculty and thirty percent of the administrators was selected. Since a single dichotomous stratification existed in each of the colleges (e.g., administrators/faculty), the following formula will be used for determining a sample size suitable for obtaining a confidence level of .05 and a sampling error of no more than ten percent (Tuckman 1972).

$$N = (z/e)^2 (p) (1-p)$$

$$N = (1.96/0.10)^2 (p) (1-p)$$

PROCEDURE FOR COLLECTION OF THE DATA

The following steps were used in the collection of the data to be used in the completion of this study:

1. Acquired permission from Dr. Max Raines, Michigan State University, to modify and use the instrument he developed titled "Faculty Development Inventory." (Appendix C).

2. Cover letters asking permission from college presidents to collect data from their institution were endorsed by Dr. James Wattenbarger, MRP Advisor and Dr. Robert Lahti, President of William Rainey Harper College. (Appendix B).

3. College presidents of the sample institutions were contacted personally to determine specific procedures to be followed for the systematic collection of data at each college and determination of the administrative officer to work through.

4. After a stratified random sample of twenty percent of the faculty and thirty percent of the administrators at the selected colleges, the Faculty Development Inventory (Appendix C) and cover letter (Appendix A) was mailed to each subject selected. Instructions told the person not to return the questionnaire, that the researcher would pick it up on a specific date.

5. On the specified date the researcher retrieved the inventory and answered questions that the subject had about the inventory or the study. This was done on an

individual basis at each institution.

FACULTY DEVELOPMENT INVENTORY

The instrument used was originally developed by Dr. Max Raines, Michigan State University. Because of the length of the original questionnaire and the fact that certain sections surveyed topics outside the scope of this study, the author, in consultation with Dr. Raines eliminated those sections inappropriate to this study. The modified questionnaire (Appendix C) has a total of eighty-one items in the four general areas. Section 1 surveys the perceptions of a variety of developmental needs of faculty. Each subject was asked to rate the relevance of each of these items on a 1-4 scale. Twenty-two items are contained in this section.

Section 2 is a listing of various incentives that have been used in various colleges to encourage professional development. Again, each subject was asked to indicate his perception of the relevancy of each of these sixteen items on a 1-4 scale.

Section 3 concerns the professional climate of the institution. Forty-eight adjectives are listed and the subject was asked first to select the adjectives and then to check the intensity that describes his feeling.

Section 4 of the questionnaire is a listing of nineteen institutional values. Each subject was asked to identify from this master list his perception of the three most important values that he sees for himself,

that he perceives for the faculty at large, and that he perceives for administrators at large.

TREATMENT OF THE DATA

Selected administrators and faculty from William Rainey Harper College, Oakton Community College and McHenry County Community College were administered the Faculty Development Inventory in order to find out if:

1. the perception of faculty and administrators about faculty developmental needs are significantly different.

2. the perceptions of faculty and administrators of the institutional climate are significantly different.

3. the perceptions of faculty and administrators concerning the importance of selected incentives are significantly different.

4. the perceptions of faculty and administrators about institutional values are significantly different.

Table 2 shows the number of inventories distributed to each institution and the return of usable questionnaires that were obtained.

TABLE 2

QUESTIONNAIRE RETURN BY INSTITUTION

Institution	Questionnaires Sent	Usable Questionnaires Returned	% of Return
HARPER			
Faculty	60	42	70
Administration	30	19	60
McHENRY			
Faculty	30	18	60
Administration	15	11	73
OAKTON			
Faculty	60	32	53
Administration	30	22	73
TOTAL			
Faculty	150	92	61
Administration	75	52	69

A "t" test of significance of the difference between the means for the independent samples was used to test the four hypotheses. A level of significance at the .05 level was determined. Answers to questions not referred to in the hypotheses were obtained by direct response analysis and by appropriate graph chart and tabular display.

CHAPTER IV

PRESENTATION AND ANALYSIS OF QUESTIONNAIRE DATA

INTRODUCTION

Chapter IV reports the data obtained from the questionnaire. Responses obtained from faculty and administrators were compared statistically, and on the basis of that comparison, the null hypotheses presented in Chapter I are either retained or rejected. Following the null hypotheses results, an analysis of the questionnaire data is presented as additional information. Data from Sections One and Three are presented in tabular form. For Sections Two and Four, graphs and tables provide an overview of the data. In addition, summaries of each section are included relating to the predictions and hypotheses presented in Chapter I.

RESULTS

> Null Hypothesis One: There are no significant differences between the perceptions of faculty and administrators about faculty developmental needs.

Hypothesis One is retained. Based on the results of Section One of the questionnaire which asked faculty and administrators to rate the relevancy of a variety of faculty developmental tasks, no signficant difference could be determined.

> Null Hypothesis Two: There are no significant differences the perceptions of faculty and administrators toward the institutional climate.

Hypothesis Two is rejected. Section Two asked faculty and administrators to describe their perceptions of the institutional climate. There was a significant difference in their responses to these items.

> Null Hypothesis Three: There are no significant differences between the perceptions of faculty and administrators concerning the importance of selected incentives.

Hypothesis Three is retained. Based upon the results obtained from Section Three of the questionnaire which asked faculty and administrators to rate the relevancy of selected incentives, no significant difference could be found. Of the sixteen incentives that were identified, only four showed a significant difference at the .05 level.

> Null Hypothesis Four: There are no significant differences between the perceptions of faculty and administrators about selected institutional values.

Hypothesis Four is rejected. Based on the results of Section Four of the questionnaire, it was proven that faculty and administrators rate selected institutional values significantly different. Tables 4-9 provide an item analysis illustrating these differences.

QUESTIONNAIRE ANALYSIS

SECTION ONE: PROFESSIONAL DEVELOPMENT NEEDS

Section One of the questionnaire contained twenty-two items pertaining to faculty professional development needs. Faculty and administrators were asked to rate the relevancy of each item. As a result of that rating a chi square was used to test for a statistical difference between the two groups.

ITEM 1: Setting priorities for the knowledge, skills and values that should be covered within the time constraints of courses.

RESULTS:

	Extremely Irrelevant	Somewhat Irrelevant	Fairly Relevant	Extremely Relevant
Administrators	2.0	7.8	33.3	56.9
Faculty	1.1	4.3	38.0	56.5

Significance: .7779

DISCUSSION: No significant difference was found. Both administrators and faculty regard the establishment of priorities for knowledge, skills and values that should be covered in a course as a highly desirable developmental topic.

ITEM 2: Determining what knowledge, skills and values will best prepare students for subsequent courses or employment.

RESULTS:

	Extremely Irrelevant	Somewhat Irrelevant	Fairly Relevant	Extremely Relevant
Administrators	0	2.0	21.6	76.5
Faculty	2.2	5.4	37.0	55.4

Significance: .0776

DISCUSSION: Both faculty and administrators regard the preparation of students for employment as a very relevant developmental need. Though there was not a significant difference, administrators tended to rank this with more importance than faculty.

ITEM 3: Keeping abreast of new developments in a discipline which need to be infused into courses.

RESULTS:

	Extremely Irrelevant	Somewhat Irrelevant	Fairly Relevant	Extremely Relevant
Administrators	2.0	3.9	41.2	52.9
Faculty	1.1	4.3	33.7	60.9

Significance: .7883

DISCUSSION: Ninety-four percent of the administrators and faculty rated this item as relevant for professional development. Since responses from both groups were equally distributed, no significant difference was found.

ITEM 4: Relating essential knowledge, skills and values to the everyday experiences of students.

RESULTS:

	Extremely Irrelevant	Somewhat Irrelevant	Fairly Relevant	Extremely Relevant
Administrators	3.9	7.8	41.2	47.1
Faculty	1.1	10.9	42.4	45.7

Significance: .6618

DISCUSSION: Similar to Item 3, resporses to this item were consistent for faculty and administrators. Since both groups regarded the item as important for professional development, no significant difference was found.

ITEM 5: Defining competency levels as a basis for evaluating student progress (i.e. a minimal level, a desirable level, an optimal level, etc.)

RESULTS:

	Extremely Irrelevant	Somewhat Irrelevant	Fairly Relevant	Extremely Relevant
Administrators	3.9	5.9	39.2	51.0
Faculty	1.1	13.0	60.9	25.0

Significance: .0067

DISCUSSION: Administrators rated Item 5 significantly more relevant for professional development than did faculty. Fifty-one percent of the administrators perceive this to be extremely relevant as compared to twenty-five percent of the faculty. This difference is significant at the .01 level. Further evidence of this perceptual difference relating to competency based instruction can be seen in the results of Item 7.

ITEM 6: Devising better examinations.

RESULTS:

	Extremely Irrelevant	Somewhat Irrelevant	Fairly Relevant	Extremely Relevant
Administrators	2.0	21.6	49.0	27.5
Faculty	2.2	20.7	56.5	20.7

Significance: .7963

DISCUSSION: With regard to the development of better examinations as a faculty development activity, there was no difference in the way this was perceived by faculty and administrators. In comparison to the other possible developmental tasks, devising better examinations ranks fairly low.

ITEM 7: Describing in behavioral terms the performance outcomes for instruction.

RESULTS:

	Extremely Irrelevant	Somewhat Irrelevant	Fairly Relevant	Extremely Relevant
Administrators	2.0	21.6	39.2	37.3
Faculty	9.8	26.1	45.7	18.5

Significance: .0449

DISCUSSION: Similar to Item 5, administrators ranked describing the performance outcomes for instruction significantly higher than faculty for a faculty developmental activity. Thirty-seven percent of the administrators ranked this item as extremely relevant as compared to eighteen percent of the faculty.

ITEM 8: Disgnosing the individual learning styles of students as a basis for individualizing instruction.

RESULTS:

	Extremely Irrelevant	Somewhat Irrelevant	Fairly Relevant	Extremely Relevant
Administrators	0	17.6	49.0	33.3
Faculty	1.1	27.2	53.3	18.5

Significance: .1743

DISCUSSION: Administrators and faculty agree that this is an important topic for professional development. Eighty-two percent of the administrators and seventy-one percent of the faculty ranked it in the relevant categories.

ITEM 9: Increasing capacity to give stimulating lectures.

RESULTS:

	Extremely Irrelevant	Somewhat Irrelevant	Fairly Relevant	Extremely Relevant
Administrators	2.0	19.6	56.9	21.6
Faculty	2.2	20.7	47.8	29.3

Significance: .7299

DISCUSSION: No perceptual difference was found between faculty and administrators regarding Item 9 as a faculty developmental topic.

ITEM 10: Increasing capacity to conduct stimulating and productive class discussion.

RESULTS:

	Extremely Irrelevant	Somewhat Irrelevant	Fairly Relevant	Extremely Relevant
Administrators	2.0	7.8	60.8	29.4
Faculty	2.2	7.6	44.6	45.7

Significance: .2731

DISCUSSION: No significant difference was found on Item 10. Both faculty and administrators rated the item as relevant with faculty giving it slightly more importance.

ITEM 11: Understanding the nature of teaching styles and their relationship to different learning styles of students.

RESULTS:

	Extremely Irrelevant	Somewhat Irrelevant	Fairly Relevant	Extremely Relevant
Administrators	2.0	13.7	33.3	51.0
Faculty	2.2	27.2	38.0	32.6

Significance: .1279

DISCUSSION: No significant difference was found between administrators and faculty responses to Item 11. In terms of the distribution of responses, faculty were more split than administrators with thirty percent of them feeling that this was not a relevant topic for faculty development.

ITEM 12: Learning to make optimal use of a variety of learning resources (e.g. teaching aides, audio-visual, other media, etc.)

RESULTS:

	Extremely Irrelevant	Somewhat Irrelevant	Fairly Relevant	Extremely Relevant
Administrators	0	7.8	54.9	37.3
Faculty	0	15.2	46.7	38.0

Significance: .3939

DISCUSSION: There was no significant difference in the responses of faculty and administrators regarding this developmental task. Eighty-four percent of the faculty and ninety-two percent of the administrators view learning to use learning resources as a relevant activity.

ITEM 13: Attaining a better understanding of the nature, philosophy, programs, problems and possibilities of community colleges.

RESULTS:

	Extremely Irrelevant	Somewhat Irrelevant	Fairly Relevant	Extremely Relevant
Administrators	3.9	23.5	35.3	37.3
Faculty	3.3	31.5	45.7	19.6

Significance: .1340

DISCUSSION: No significant difference was found between the responses of faculty and administrators on Item 13. In Chapter II it was indicated that few faculty have had training in the specific nature and philosophy of the community college. Approximately thirty-five percent of the faculty indicated this to be an irrelevant topic for faculty development with the remaining sixty-

five percent responding to it as a relevant developmental task.

ITEM 14: Finding opportunities to participate in interdisciplinary teaching experiences or other innovative projects.

RESULTS:

	Extremely Irrelevant	Somewhat Irrelevant	Fairly Relevant	Extremely Relevant
Administrators	2.0	25.5	56.9	15.7
Faculty	8.7	20.7	56.5	14.1

Significance: .4297

DISCUSSION: There was an almost identical response to this item by faculty and administrators; consequently there was no significant difference.

ITEM 15: Gaining experience in teaching new constituencies (ethnic minorities, senior citizens, adult women, prisoners, etc.)

RESULTS:

	Extremely Irrelevant	Somewhat Irrelevant	Fairly Relevant	Extremely Relevant
Administrators	3.9	27.5	47.1	21.6
Faculty	7.6	37.0	47.8	7.6

Significance: .0830

DISCUSSION: Although the difference between the responses of administrators and faculty was almost significant, it did not reach the .05 level of significance. Administrators tended to place more importance on learning techniques of teaching new constituencies than did faculty.

ITEM 16: Locating opportunities to develop consulting skills.

RESULTS:

	Extremely Irrelevant	Somewhat Irrelevant	Fairly Relevant	Extremely Relevant
Administrators	25.5	54.9	15.7	3.9
Faculty	7.6	55.4	31.5	5.4

Significance: .0126

DISCUSSION: A significant difference was found between the responses of administrators and faculty on Item 16. The majority of faculty and administrators view locating opportunities to develop consulting skill as not a relevant developmental task, however, thirty-six percent of the faculty thought it was relevant for consideration.

ITEM 17: Knowing how to devise instructional experiments.

RESULTS:

	Extremely Irrelevant	Somewhat Irrelevant	Fairly Relevant	Extremely Relevant
Administrators	5.9	29.4	52.9	11.8
Faculty	7.6	32.6	50.0	9.8

Significance: .9351

DISCUSSION: There was no significant difference in the way faculty and administrators perceived developing instructional experiments as a developmental task.

ITEM 18: Learning how to have more influence on the formulation of academic policies.

RESULTS:

	Extremely Irrelevant	Somewhat Irrelevant	Fairly Relevant	Extremely Relevant
Administrators	15.7	33.3	43.1	7.8
Faculty	8.7	25.0	52.2	14.1

Significance: .2740

DISCUSSION: No significant difference was found between the responses of administrators and faculty. Between the two groups, faculty tended to rank learning how to have more influence on the formation of policy with more importance than administrators.

ITEM 19: Knowing how to make effective use of the counselors.

RESULTS:

	Extremely Irrelevant	Somewhat Irrelevant	Fairly Relevant	Extremely Relevant
Administrators	4.0	10.0	58.0	28.0
Faculty	2.2	29.3	46.7	21.7

Significance: .0686

DISCUSSION: Although the difference between the responses by administrators and faculty cannot be considered significant, it did approach significance at the .06 level. In terms of a developmental activity, administrators rated Item 19 more relevant than faculty.

ITEM 20: Learning how to become a more effective advisor to student's clubs or organizations.

RESULTS:

	Extremely Irrelevant	Somewhat Irrelevant	Fairly Relevant	Extremely Relevant
Administrators	18.7	58.8	25.5	2.0
Faculty	23.9	37.0	27.2	12.0

Significance: .0277

DISCUSSION: There is a significant difference in the responses of faculty and administrators to Item 20. It is also important to note the difference in the way faculty view this item. Twenty-three percent view learning how to become a more effective student activities advisor as extremely irrelevant while twelve percent see this same activity as extremely relevant.

ITEM 21: Gaining greater depth of knowledge in a discipline.

RESULTS:

	Extremely Irrelevant	Somewhat Irrelevant	Fairly Relevant	Extremely Relevant
Administrators	3.9	13.7	49.0	33.3
Faculty	2.2	8.7	45.7	43.5

Significance: .5567

DISCUSSION: No significant difference was found between the responses of administrators and faculty for Item 21. Eighty-nine percent of the faculty and eighty-two percent of the administrators regard this as a relevant developmental task.

ITEM 22: Gaining greater understanding of interrelated disciplines.

RESULTS:

	Extremely Irrelevant	Somewhat Irrelevant	Fairly Relevant	Extremely Relevant
Administrators	2.0	19.6	60.8	17.6
Faculty	4.3	22.8	44.6	28.3

Significance: .2707

DISCUSSION: No significant difference was found between the responses of faculty and administrators for Item 22. Approximately seventy-five percent of both groups felt this to be a relevant developmental task.

SUMMARY OF SECTION ONE

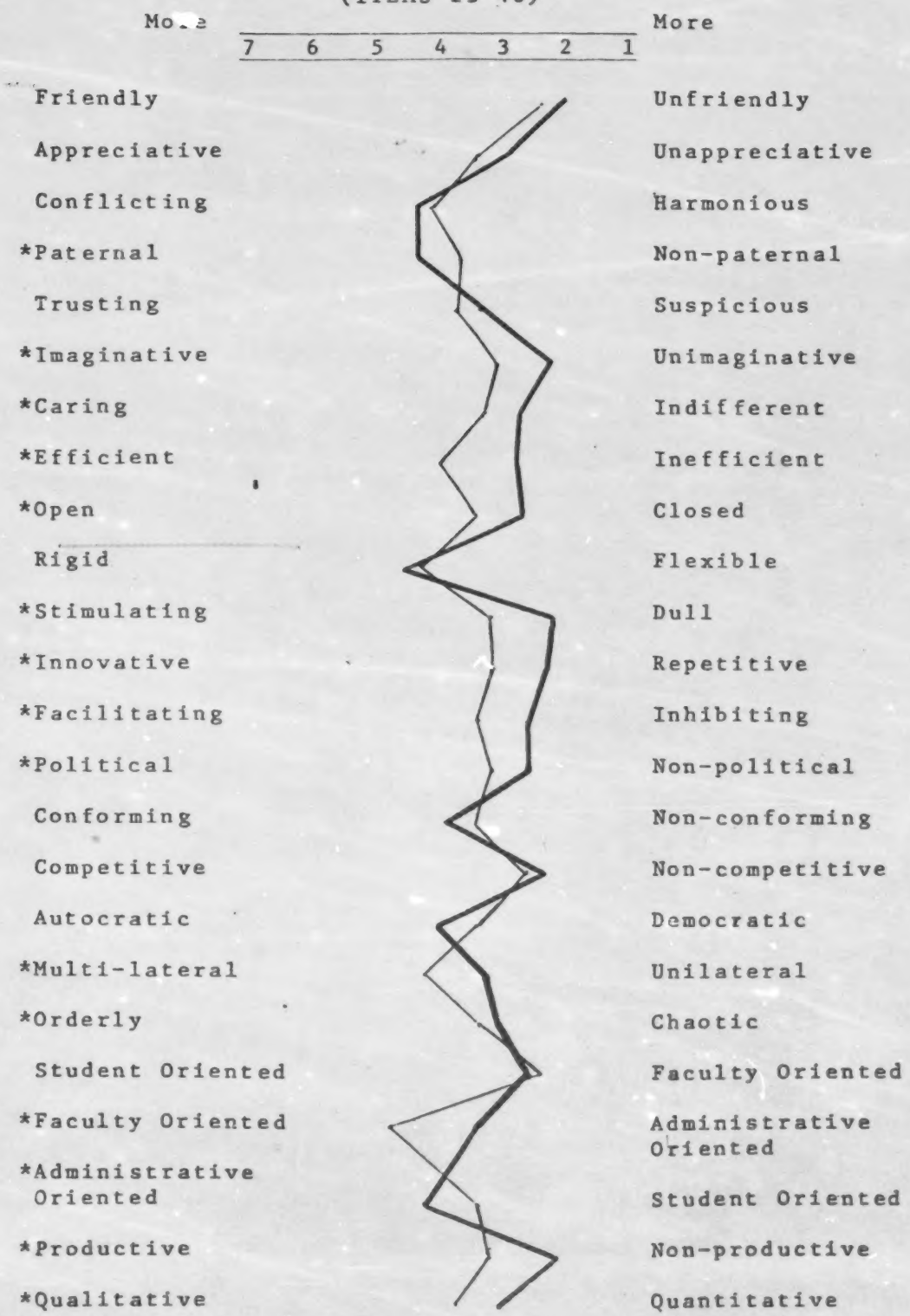
There was very little difference in the way faculty and administrators rated the relevancy of selected developmental needs. Of the twenty-two items presented, only four reached significance at the .05 level. The three items rated the most relevant by faculty were likewise rated most relevant by administrators. Chapter V will discuss the implications resulting from Section One of the questionnaire.

SECTION TWO: PROFESSIONAL CLIMATE

Section Two of the questionnaire related to professional climate. Using a semantic differential technique, faculty and administrators were asked to rate the intensity of their feeling for each of the twenty-four items, there was a significant difference in the response of faculty and administrators. Table 1 illustrates the mean responses of faculty and administrators to these items.

TABLE 3

PROFESSIONAL CLIMATE
(ITEMS 23-46)



*Significant at the .05 level

——— Mean Faculty Responses
——— Mean Administrator Responses

SUMMARY OF SECTION TWO

As predicated in Chapter I, faculty and administrators do perceive the professional climate of a community college significantly different in several specific ways. Although both faculty and administrators tended to describe the climate as more negative than positive, administrators, when compared to faculty, viewed the climate as more parental, less imaginative, more indifferent, less efficient, more closed, dull, repetitive, inhibiting, less political, more unilateral, more chaotic, administratively oriented, less productive and more quantitive.

SECTION THREE: INCENTIVES

Section Three of the questionnaire identified sixteen incentives that have been used in colleges and universities to encourage professional development. Faculty and administrators were asked to rate the relevancy of each incentive. On four of the sixteen incentives there was a significant difference in the responses of faculty and administrators. The following analysis illustrates these responses for all sixteen items.

ITEM 47: Professional travel allowance.

RESULTS:

	Extremely Irrelevant	Somewhat Irrelevant	Fairly Relevant	Extremely Relevant
Administrators	0	15.7	45.1	39.2
Faculty	1.1	15.4	49.5	34.1

Significance: .8175

DISCUSSION: No significant difference was found between the responses of faculty and administrators to Item 47. Both groups reported a professional travel allowance to be relevant for encouraging professional development.

ITEM 48: Released time for special assignments.

RESULTS:

	Extremely Irrelevant	Somewhat Irrelevant	Fairly Relevant	Extremely Relevant
Administrators	0	9.8	41.2	49.0
Faculty	1.1	14.1	38.0	46.7

Significance: .7625

DISCUSSION: There was no significant difference in the responses of faculty and administrators regarding Item 48. Released time for special assignments is regarded as a highly relevant incentive for encouraging professional development.

ITEM 49: Extra pay for special assignments.

RESULTS:

	Extremely Irrelevant	Somewhat Irrelevant	Fairly Relevant	Extremely Relevant
Administrators	9.8	19.6	35.3	35.3
Faculty	12.0	20.7	35.9	31.5

Significance: .9603

DISCUSSION: No significant difference was found in the way faculty and administrators responded to Item 49. Approximately seventy percent of both groups

indicated that extra pay for special assignments was a relevant technique for encouraging faculty toward professional development activities.

ITEM 50: Staff involvement in policy making.

RESULTS:

	Extremely Irrelevant	Somewhat Irrelevant	Fairly Relevant	Extremely Relevant
Administrators	7.8	23.5	43.1	25.5
Faculty	2.2	18.5	38.0	41.3

Significance: .1422

DISCUSSION: Though administrators and faculty responded differently to this item, the difference was not significant at the .05 level. Faculty indicated involvement in policy making as a more important incentive than did administrators.

ITEM 51: Special recognition of innovative teaching.

RESULTS:

	Extremely Irrelevant	Somewhat Irrelevant	Fairly Relevant	Extremely Relevant
Administrators	0	17.6	39.2	43.1
Faculty	6.5	16.3	47.8	29.3

Significance: .1258

DISCUSSION: There was no significant difference between the responses of administrators and faculty to Item 51. Both groups strongly felt that special recognition for teaching was an important incentive.

ITEM 52: Peer evaluation of teaching.

RESULTS:

	Extremely Irrelevant	Somewhat Irrelevant	Fairly Relevant	Extremely Relevant
Administrators	8.0	32.0	48.0	12.0
Faculty	14.1	37.0	38.0	10.9

Significance: .5616

DISCUSSION: When compared to administrators, faculty tended to view peer evaluation of teaching slightly less of an incentive. However, the difference was not significant at the .05 level.

ITEM 53: Faculty rank.

RESULTS:

	Extremely Irrelevant	Somewhat Irrelevant	Fairly Relevant	Extremely Relevant
Administrators	38.0	30.0	24.0	8.0
Faculty	35.9	29.3	21.7	13.0

Significance: .8376

DISCUSSION: There was no significant difference between the responses of faculty and administrators to Item 53. Both groups reported faculty rank to be a poor incentive. Sixty-eight percent of the administrators and sixty-five percent of the faculty indicated that faculty rank was not a relevant incentive for professional development.

ITEM 54: Merit pay increases.

RESULTS:

	Extremely Irrelevant	Somewhat Irrelevant	Fairly Relevant	Extremely Relevant
Administrators	9.8	13.7	49.0	27.5
Faculty	20.7	29.3	29.3	20.7

Significance: .0202

DISCUSSION: There was a significant difference between the responses of administrators and faculty to Item 54. Seventy-six percent of the administrators believed that merit pay was a relevant incentive for professional development. Faculty responses were very split on this incentive and almost equally spread over the four response options.

ITEM 55: Written notes of appreciation from administrators.

RESULTS:

	Extremely Irrelevant	Somewhat Irrelevant	Fairly Relevant	Extremely Relevant
Administrators	2.0	21.6	51.0	25.5
Faculty	12.0	25.0	43.5	19.6

Significance: .1718

DISCUSSION: There was no significant difference in the responses of administrators and faculty to Item 55. Although both groups view that notes of appreciation from administrators are relevant incentives, administrators tended to rate this higher than faculty.

ITEM 56: Special funds for innovative proposals.

RESULTS:

	Extremely Irrelevant	Somewhat Irrelevant	Fairly Relevant	Extremely Relevant
Administrators	0	13.7	35.3	51.0
Faculty	6.5	25.0	43.5	25.0

Significance: .0064

DISCUSSION: There was a significant difference in the response of faculty and administrators to Item 56. Administrators tended to rank money for special projects as a more relevant incentive for professional development than did faculty.

ITEM 57: Tenure policy.

RESULTS:

	Extremely Irrelevant	Somewhat Irrelevant	Fairly Relevant	Extremely Relevant
Administrators	31.4	37.3	23.5	7.8
Faculty	25.0	28.3	26.1	20.7

Significance: .1899

DISCUSSION: Although faculty feel stronger about the relevance of a tenure policy for professional development, the difference is not significant at the .05 level. Forty-six percent of the faculty rated tenure as relevant as compared to only thirty percent of the administrators.

ITEM 58: Sabbatical policy.

RESULTS:

	Extremely Irrelevant	Somewhat Irrelevant	Fairly Relevant	Extremely Relevant
Administrators	9.8	27.5	56.9	5.9
Faculty	7.6	29.3	33.7	29.3

Significance: .0046

DISCUSSION: There was a significant difference in the responses from faculty and administrators to Item 58. Twenty-nine percent of the faculty rated this as extremely relevant for professional development as compared to only six percent of the administrators.

ITEM 59: Recognition in campus newspaper.

RESULTS:

	Extremely Irrelevant	Somewhat Irrelevant	Fairly Relevant	Extremely Relevant
Administrators	21.6	49.0	25.5	3.9
Faculty	38.0	28.3	30.4	3.0

Significance: .0702

DISCUSSION: Very few administrators or faculty felt that recognition in a campus newspaper was an incentive for professional development. The difference between their responses was not significant.

ITEM 60: Recognition in local newspaper.

RESULTS:

	Extremely Irrelevant	Somewhat Irrelevant	Fairly Relevant	Extremely Relevant
Administrators	9.8	45.1	41.2	3.9
Faculty	31.5	33.7	28.3	6.5

Significance: .0213

DISCUSSION: There was a significant difference in the responses of faculty and administrators to Item 60. Faculty felt more strongly than administrators that recognition in the local newspaper was not a relevant incentive for professional development.

ITEM 61: Opportunities for professional development.

RESULTS:

	Extremely Irrelevant	Somewhat Irrelevant	Fairly Relevant	Extremely Relevant
Administrators	0	3.9	39.2	56.9
Faculty	7.6	9.8	41.3	41.3

Significance: .0695

DISCUSSION: There was no significant different in the responses of administrators and faculty to Item 61. Administrators and faculty agreed that providing opportunities for professional development were important and relevant incentives.

ITEM 62: Verbal praise from colleagues and administrators.

RESULTS:

	Extremely Irrelevant	Somewhat Irrelevant	Fairly Relevant	Extremely Relevant
Administrators	0	17.6	58.8	23.5
Faculty	8.7	19.6	54.3	17.4

Significance: .1545

DISCUSSION: There was no significant difference in the responses of faculty and administrators to Item 62.

Administrators tended to rank verbal praise as a more relevant incentive than faculty.

SUMMARY OF SECTION THREE

Section Three of the questionnaire contained sixteen incentives that have been used to encourage professional development. For most of the incentives, faculty and administrators agreed to the relevancy. On four of the sixteen incentives there was a significant disagreement. Merit pay, special funds for projects, sabbaticals and newspaper recognition are the incentives that faculty and administrators disagree as to their relevancy. Because of the similarity of responses by administrators and faculty concerning incentives, the prediction indicated in Chapter I was not sustained.

SECTION FOUR: VALUES

Section Four of the questionnaire contains seventeen institutional value statements. Faculty and administrators were asked to rank value statements they perceive to be most important to themselves and to rank value statements they perceive to be important to the other group. These rankings are classified as follows:

1. Self-values by faculty: Those value statements selected the most times by faculty for themselves.

2. Self-values by administrators: Those value statements selected the most times by administrators for themselves.

3. Faculty values by faculty: Those value statements selected the most that faculty perceive to be important to the faculty at large.

4. Faculty values by administrators: Those value statements selected the most that administrators perceive to be important to the faculty at large.

5. Administrator values by administrators: Those value statements selected the most often that administrators perceive for administrators at large.

6. Administrator values by faculty: Those value statements selected the most often that faculty perceive for administrators at large.

RESULTS

TABLE 4

SELF-VALUES BY FACULTY

Rank	% of Faculty Selecting Value	Value
1	52.2	Maintaining a faculty dedicated to good teaching.
2	45.7	Establishing performance based curriculum programs with behavior objectives.
3	31.5	Providing a strong program of counseling and advisement for students.
4	30.4	Expanding programs for the adult population.
5	22.8	Having greater influence of facult on major policy decisions.

TABLE 5

SELF-VALUES BY ADMINISTRATORS

Rank	% of Faculty Selecting Value	Value
1	72.5	Maintaining a faculty dedicated to good teaching.
2	51.0	Developing a sound organizational structure for managing the college
3	46.1	Achieving greater cost accountability in the college.
4	31.4	Providing a strong program of counseling and advisement for students.
5	21.6	Developing adequate campus facilities.

TABLE 6

FACULTY VALUES BY FACULTY

Rank	% of Faculty Selecting Value	Value
1	63.0	Maintaining a faculty dedicated to good teaching.
2	56.5	Having a greater influence of faculty on major policy decisions.
3	30.4	Gaining a reputation as an innovative teaching faculty.
4	28.3	Having greater voice in the selection of administrators.
5	28.3	Developing high levels of expertise in discipline areas.

TABLE 7

FACULTY VALUES BY ADMINISTRATORS

Rank	% of Faculty Selecting Value	Value
1	60.8	Having greater influence of faculty on major policy decision.
2	54.9	Maintaining a faculty dedicated to good teaching.
3	37.3	Developing high levels of expertise in discipline areas.
4	33.3	Having greater voice in selection of administrators.
5	27.5	Establishing performance based curriculum programs with behavioral objectives.

TABLE 8

ADMINISTRATOR VALUES BY ADMINISTRATORS

Rank	% of Faculty Selecting Value	Value
1	70.6	Maintaining a faculty dedicated to good teaching.
2	64.7	Developing a sound organizational structure for managing the college
3	37.3	Developing adequate campus facilities.
4	23.5	Increasing the size of the student population.
5	17.6	Providing a strong program of counseling and advisement for students.

TABLE 9

ADMINISTRATOR VALUES BY FACULTY

Rank	% of Faculty Selecting Value	Value
1	55.4	Developing adequate campus facilities.
2	47.8	Achieving greater cost accountability for the college.
3	45.3	Increasing the size of the student population.
4	43.5	Developing a sound organizational structure for managing the college.
5	33.7	Maintaining a faculty dedicated to good teaching.

SUMMARY OF SECTION FOUR

Section Four of the questionnaire contained seventeen statements which tested perceptual differences of faculty and administrators concerning institutional values. A chi square was used to test for statistical difference between these two groups. Of the seventeen value statements presented, there was a significant difference at the .05 level for nine of the items.

Concerning self-values, there was significant difference between the choices of faculty and administrators. Both groups selected maintaining a faculty dedicated to good teaching as their most important value. Beyond that, faculty tended to select values related to curriculum, counseling and academic programs. Administrators tended to select values related to management, organizational structure and development of facilities.

With regard to faculty values, there was no significant difference between the responses of faculty and administrators. The values that faculty selected for themselves were also perceived as important for them by administrators.

Greater perceptual difference was found regarding administrator values. There was a significant difference between the responses of faculty and administrators on four of these items. Seventy percent of the administrators stated that an important value for them was to maintain a faculty dedicated to good teaching. Only about one-third of the faculty perceived this as an important value of the administration. Forty-five percent of the faculty indicated that an important value of the administration was to increase the size of the student population, as compared to twenty-three percent of the administrators selecting this as an important value.

In addition, eighteen percent of the faculty felt that obtaining a reputation as an innovative teaching faculty was important whereas only two percent of the administrators selected this value statement.

Based upon the fact that more than fifty percent of the value related items showed a significant difference at the .05 level, the null hypothesis that was presented in Chapter I concerning perceptual differences of faculty and administrators about selected institutional values has been rejected.

CHAPTER V

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

SUMMARY OF THE STUDY

The study was designed to provide answers to four questions concerning the perceptions of faculty and administrators toward faculty development at selected community colleges in Illinois. The primary aim of the study was to see if perceptual differences existed between faculty and administrators at these colleges.

PROCEDURES

A review of textual and periodical literature dealing with faculty development was conducted to determine the background and characte tics of present community college faculty. In addition, a review of the literature was undertaken to consider how faculty needs are defined and perceived, and how programs were structured and conducted. The literature was investigated to determine how institutions of higher education have responded to staff development programs in light of their own goals and objectives. Lastly, it examined incentives and reward systems used to stimulate faculty to participate in staff development programs.

Three community colleges were selected and agreed to participate in the study. This selection was based on the geographical location of the colleges and similarity

of their characteristics.

Rather than developing, testing and implementing a new data collection device, an existing instrument was selected. This questionnaire had been developed by Dr. Max Raines of Michigan State University and was field tested in Florida and Canada.

This questionnaire was mailed to a random selection of seventy-five administrators and one-hundred-fifty faculty. Five days after the mailing, the writer visited each of the community colleges to collect the questionnaires and answered questions concerning the study. This procedure, though time consuming and costly, produced usable questionnaires from fifty-two administrators and ninety-two faculty -- an overall return rate of sixty-four percent.

A chi square statistical test was used to compare the two groups to determine if a significant difference at the .05 level existed on any of the items of the questionnaire. The results of the application of the statistical test to the data have been analyzed and interpreted.

FINDINGS OF THE STUDY

The major findings of the study are presented as follows.

DEVELOPMENTAL NEEDS

As discussed throughout the literature, an under-

standing of the developmental needs of faculty are vitally important for planners of inservice programs. A purpose of this study was to disprove the null hypothesis that "there is no significant difference between the perceptions of faculty and administrators about faculty development needs." That hypothesis was retained because of the similarity of responses between administrators and faculty concerning developmentl needs. Out of twenty items presented only the following four reached significance at the .05 level.

#5 Defining competency levels as a basis for evaluating student progress.

	Irrelevant	Relevant
% Administrators	9.8	90.2
% Faculty	14.1	85.9

#7 Describing in behavioral terms the performance outcomes for instruction.

	Irrelevant	Relevant
% Administrators	23.6	76.5
% Faculty	35.9	64.2

#16 Locating opportunities to develop consulting skills.

	Irrelevant	Relevant
% Administrators	80.4	19.6
% Faculty	63.0	37.0

#20 Learning how to become a more effective advisor to student clubs or organizations.

	Irrelevant	Relevant
% Administrators	72.5	27.5
% Faculty	60.9	39.1

COMMENTARY

In reviewing the four items that reached a level of significance, the following observations can be made. Items #5 and #7 both refer to an instructional methodology which defines competencies and behavioral objectives. While both groups felt this was an important need, administrators felt this was more relevant than did faculty. Item #16 concerned the opportunity for faculty to develop consulting skills. Whereas the majority of faculty and administrators felt this to be irrelevant, thirty-seven percent of the faculty felt consulting to be an important consideration. Likewise, Item #20 had to do with assisting faculty to become more effective advisors to clubs and organizations. Again, whereas the majority of faculty and administrators rejected this as irrelevant, thirty-nine percent of the faculty group indicated faculty advising to be a relevant developmental need.

PROFESSIONAL CLIMATE

Whatever the interpretation of the college environment, it is vitally important to the educational process. As described in the literature, the impact of the teacher is

not solely due to what he knows or what he does, but what he is and how he perceives his world. This being so, a faculty development program must take into account the professional climate.

A part of this study was to determine if significant differences exist in the perceptions of faculty and administrators with regard to the professional climate. The results presented in Chapter IV prove that differences do exist at a significant level on fifteen out of twenty-four items. For purposes of presentation, those significant items are grouped under the following classifications: administrative style, intellectual stimulation, productivity and humanistic orientation.

Administrative Style

	7	6	5	4	3	2	1	
#26 Parental				Faculty / Admin.				Non-Parental
#36 Political					Faculty / Admin.			Non-Political
#40 Multi-Lateral				Faculty / Admin.				Unilateral
#43 Faculty-Oriented			Faculty	/ Admin.				Administrative Oriented
#44 Administrative Oriented				Faculty / Admin.				Student Oriented

Intellectual Stimulation

	7	6	5	4	3	2	1	
#28 Imaginative					Faculty	Admin.		Unimaginative
#33 Stimulating					Faculty	Admin.		Dull
#34 Innovative					Faculty	Admin.		Repetitive

Productivity

	7	6	5	4	3	2	1	
#30 Efficient				Faculty	Admin.			Inefficient
#41 Orderly				Faculty	Admin.			Chaotic
#45 Productive				Faculty		Admin.		Non-Productive
#46 Qualitative				Faculty	Admin.			Quantitative

Humanistic Orientation

	7	6	5	4	3	2	1	
#29 Caring					Faculty	Admin.		Indifferent
#31 Open				Faculty	Admin.			Closed
#35 Facilitating					Faculty	Admin.		Inhibiting

COMMENTARY

Administrators tend to perceive the professional climate as being more parental, more administratively-oriented, less innovative, less productive and less humanistic than do faculty. Overall, both faculty and

administrators rate the institutional climate somewhat negatively, with administrators being significantly more negative than faculty.

INCENTIVES

In most institutions some type of incentive system, either formal or informal, has been established to motivate faculty to participate in professional development activities. In the literature surveyed on incentives, many reward systems were described as being rather traditional and often having little effect on encouraging faculty to engage in new endeavors.

In this study, incentives were investigated to determine if there were significant differences between the perceptions of faculty and administrators regarding the relevancy of selected incentives. The results presented in Chapter IV indicated that there were not significant differences and therefore, the null hypothesis presented in Chapter I was retained.

The study did reveal what might be classified as "high impact" incentives; that is, incentives selected as important by over 75% of the administrators and faculty. In addition, those that were rejected as irrelevant incentives could also be identified. These high and low impact incentives are as follows:

Incentives Ranked Highest by Faculty

1st Released time

2nd Travel allowance

3rd Opportunities for professional development

4th Involvement in policy making

5th Special recognition for innovative teaching

Incentives Ranked Highest by Administrators

1st Opportunities for professional development

2nd Released time

3rd Special funds for innovative proposals

4th Travel allowance

5th Special recognition for innovative teaching

Incentives Ranked Lowest By Both Faculty and Administrators

- Recognition in campus newspaper
- Faculty rank
- Recognition in local newspaper
- Tenure
- Peer evaluation of teaching.

COMMENTARY

It is interesting to note the commonality that exists on all three groupings of incentives. With the exception of "involvement in policy making," the incentives selected by faculty were also selected by administrators. The similarity of responses to these incentives lead one to believe that administrators do know what is or is not important to

faculty and what rewards or incentives might be most appropriate to motivate them to participate in faculty development programs. Whether or not this actually takes place could be the subject for another study.

VALUES

Blocker (1965) stated "there are many images of the two-year college which grow out of attitudes, values and consequent perceptions of individual and groups in society. Each perception of the college is the product of the values and needs of the individual group at a particular point in time."

In this study, it is assumed that values are a basis for perceptions that consequently have effect upon institutional programs. Therefore, it seemed important to examine differences that may exist between administrators and faculty perceptions of institutional values. Of the seventeen institutional value statements presented, nine items showed a significant difference between the responses of faculty and administrators. This difference justified the rejection of the null hypothesis stating that there is no significant difference between the responses of administrators and faculty toward institutional values.

COMMENTARY

While both faculty and administrators selected "maintaining a faculty dedicated to good teaching" as their number one value, differences did occur.

Administrators rated values such as developing a sound organizational structure, achieving cost accountability, provision of student services and developing campus facilities, higher than faculty. The faculty profile of institutional values revealed their interest in policy decisions, gaining a reputation for innovative teaching, selection of administrators and developing expertise in discipline areas.

CONCLUSIONS

Within the limitations of this study, consideration of the findings appear to justify certain conclusions. These conclusions relate to the stated purposes of the study as well as reflecting interpretations and assumptions drawn from the analysis of the data.

The first purpose of the study dealt with perceptions of faculty and administrators toward developmental needs. The fact that there were not significant differences between these two groups lead the investigator to conclude that administrators can quite accurately assess the important developmental needs of faculty as they are perceived by faculty. For the most part faculty say, and administrators agree, that the most important developmental needs center around course content, those things related to establishing priorities for knowledge, skills and values to be taught, as well as keeping current with a discipline. Less important needs are related to

improving delivery styles, instructional strategies, evaluation techniques and areas for self-improvement.

A second purpose of the study was to examine perceptions of the institutional climate. The results presented in this study have indicated significant differences and therefore, it can be concluded that administrators perceive the climate of the institution differently than do faculty. Some of these differences are probably due to the training and orientation of administrators that are different from training and orientation of faculty. On the other hand, it is difficult to explain the negativism toward the institutional climate expressed by administrators. The verbalization that the community college is the dynamic, enthusiastic new frontier of higher education is disparaged by an administrative profile that describes the climate as being unimaginative, dull and repetitive. The negative reaction to the institutional climate may be an outcry against an authority that places the needs of the institution and the community it serves above personal goals. In any event, it is an obvious conclusion that if an institution is going to thrive and improve through the development of its constituency, then attention must be focused on increasing the positive elements of institutional climate.

The third purpose of the study was to look for perceptual differences between faculty and administrators

concerning relevance of selected incentives. It was found that few differences exist. Therefore, it can be concluded that faculty and administrators share a common view of important incentives, and these are released time, travel funds, participation in policy decisions and special recognition for innovative teaching.

The final purpose of the study was to examine perceptions of faculty and administrators toward institutional values to see what differences might exist. Based upon the results, it can be concluded that administrators have institutional values that are somewhat different from the values expressed by faculty.

It is interesting that the most important value selected by administrators was to maintain a faculty dedicated to good teaching. It is disconcerting to note that seventy-five percent of the faculty do not perceive this to be important to administrators. It is possible to draw one of two opposing conclusions from this. One conclusion is that faculty have a lack of understanding about what is really an important value to administrators. This being true it is quite easy to see how communication problems can develop simply out of misconceptions. A second possible conclusion could be that administrators have selected a socially acceptable value statement and the fact that it is not perceived to be important for them by faculty is that administrative behaviors on a

day-to-day basis does not support the notion that maintaining a faculty dedicated to good teaching is a priority value.

RECOMMENDATIONS

PROGRAM RECOMMENDATIONS

The findings of this study have illustrated the complexity of faculty development. The inservice planner not only has to make careful decisions about what kind of activities to provide, he also must take into consideration perceptions of needs, the particular institutional climate, faculty and administrator value profiles and the incentives and reward systems that will be utilized. It is from this context that the following faculty development program recommendations are offered.

1. Prior to implementation of a professional development program a needs analysis should be conducted to determine areas of perceived importance.

2. Within the professional development program provision should be made to accommodate individual differences. Each individual faculty member should be able to participate in a plan tailored to his specific developmental needs.

3. Regular assessment should be made of the institutional climate to determine if it is facilitating or stifling professional development. Effort should be

made to create an institutional environment that promotes the professional development of each person.

4. An individualized incentive system should be developed within each institution that can both maximize the use of institutional resources and respond to the specific needs of each individual.

5. The goals and objectives of the professional development program should carefully and clearly be defined. These goals and objectives should focus on the needs of the institution as well as on the specific needs of the individual.

RECOMMENDATIONS FOR FUTURE STUDY

Several recommendations for further study emerged as a result of this research. In this study the writer sought to compare the perceptions of faculty and administrators at three non-union affiliated suburban community colleges. At the present time, a parallel study is being completed focusing upon perceptions of faculty and administrators at community colleges with collective bargaining affiliations.

In addition, further study could focus on a larger sample of community colleges on a statewide or national basis. Further research also needs to be done to validate the faculty development inventory as a data collection device. The lack of consensus among faculty concerning professional development needs suggest a need

for additional research in this area. The relationship between institutional climate and professional development needs additional study. And finally, further research is needed on the incentives to encourage professional development.

SUMMARY

The results while not totally conclusive indicate that some significant differences exist in the perceptions of faculty and administrators toward topics related to professional development. These findings support a fundamental thesis that the perceptions of individuals and of groups shape what has been classified as "institutional personality." With behavior as an outgrowth, an individual's perception becomes a fundamental planning consideration for professional development. If the professional development plan does not fit a person's perception of his needs, the plan will be viewed as irrelevant. If professional development is attempted in a hostile environment, it will be stifled. If the professional development activities are perceived as inconsistent with individual values the activities will be discarded, and if the incentives and rewards for participation in professional development are not important, faculty may choose not to participate.

Community colleges have freely admitted to the complexity of their needs. This complexity has been

described as a result of the diversity of the clientele served by community colleges and partially as a result of the unique characteristics of the staff. In any event, if these colleges are to fulfill their educational mission it will be a result of the development of a professional staff sharing common and diverse competencies. Effective professional development of college personnel will facilitate the optimum success of an institution in meeting the changing needs of students, staff and the community.

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APPENDIX A

Dear Colleague:

Staff development is an emerging issue in the rapidly expanding community college system. As staff members at William Rainey Harper College and as doctoral candidates at Nova University, we are conducting a study regarding administrative and faculty perceptions of staff development. This study has been approved by our advisor, Dr. James Wattenbarger, Professor of Higher Education at the University of Florida and the President of your College.

The enclosed Faculty Development Inventory asks you to identify your perceptions of the developmental needs of your faculty, the professional climate, incentives and institutional values.

We would very much appreciate it if you would take a few minutes and respond to the questionnaire. Your responses to all items will be kept completely confidential.

Sometime during the morning of May 1 I will come to your office and pick up the completed inventory. At this time I would also be happy to discuss any questions you may have about any of the items. If you will not be in your office, please leave the completed inventory at your division office.

We sincerely appreciate your assistance with this study. Please contact either of us if you have any questions.

Sincerely,

Clete Hinton

Frank A. Christensen

rjb/Enclosure

William Rainey Harper College
Algonquin and Roselle Roads
Palatine, Illinois 60067
312-397-3000

APPENDIX B

March 17, 1975

Dr. Robert E. Lahti
William Rainey Harper College
Algonquin and Roselle Roads
Palatine, Illinois 60067

Dear Dr. Lahti:

Staff development is an emerging issue in the rapidly expanding community college system. As staff members at William Rainey Harper College and as doctoral candidates at Nova University, we are conducting a study regarding administrative and faculty perceptions of staff development at selected community colleges. This study has been approved by our advisor, Dr. James Wattenbarger, Professor of Higher Education at the University of Florida and is supported by Dr. Robert E. Lahti, President of Harper College.

In this study we propose to sample approximately 20% of the full-time teaching faculty and administration at your institution. The data will be collected on an individual and small group basis using a short questionnaire to be followed by a brief interview. A copy of the questionnaire is enclosed for your review. The total time for each faculty and administrator to complete the questionnaire and interview will be less than twenty minutes.

With the help of your institution, which will be a beneficiary of the project, we expect to:

1. Clarify the developmental needs of faculty.
2. Identify facets of institutional climates that restrict or enhance faculty development.
3. Clarify perceptions of various incentives that have traditionally been used to encourage faculty development.
4. Provide feedback to cooperating institutions based on the data collected.

Of course, institutions will not be individually identified in the study. However, results pertaining to your institution will be available on request.

In the very near future, we will contact you to discuss the feasibility of your institution's participation in this study.

Sincerely,

Clete Hinton

Clete Hinton

Sincerely,

Frank Christensen

Frank Christensen

FAC: rcw

Enclosure:

Endorsements:

D. James Wattenbarger
Professor of Higher Education
University of Florida

D. Robert Lahti
President,
William Rainey Harper College

FACULTY DEVELOPMENT INVENTORY

Modified From An Instrument
Developed by Dr. Max Raines
Michigan State University

The purpose of this inventory is to collect information regarding the perceptions of faculty and administrators that may have implications for the faculty and staff development.

This inventory focuses on perceptions of:

– the developmental needs of faculty

– the professional climate

– incentives for faculty and staff

– institutional values

No effort will be made to identify respondents. We want candid responses and will not be comparing departments, divisions or specific campuses.

Data collected by:
Frank A. Christensen
Clete H. Hinton

Spring, 1975

Please identify your classification:

_____ Administration

_____ Faculty

PROFESSIONAL DEVELOPMENT NEEDS

Listed below are a series of possible needs related to the content, process and context of community college instruction. Please rate how you see the relevance of each need for professional development.

RESPONSE KEY: Use numbers to indicate your response.

4. Extremely relevant
3. Fairly relevant
2. Somewhat irrelevant
1. Extremely irrelevant

RATING		DEVELOPMENTAL NEED
_____	(1)	Setting priorities for the knowledge, skills and values that should be covered within the time constraints of courses.
_____	(2)	Determining what knowledge, skills and values will best prepare students for subsequent courses or employment.
_____	(3)	Keeping abreast of new developments in a discipline which need to be infused into courses.
_____	(4)	Relating essential knowledge, skills and values to the everyday experiences of students.
_____	(5)	Defining competency levels as a basis for evaluating student progress (i.e. a minimal level, a desirable level, an optimal level, etc.)
_____	(6)	Devising better examinations.
_____	(7)	Describing in behavioral terms the performance outcomes for instruction.
_____	(8)	Diagnosing the individual learning styles of students as a basis for individualizing instruction.
_____	(9)	Increasing capacity to give stimulating lectures.
_____	(10)	Increasing capacity to conduct stimulating and productive class discussion.
_____	(11)	Understanding the nature of teaching styles and their relationship to different learning styles of students.
_____	(12)	Learning to make optimal use of a variety of learning resources (e.g. teaching aides, audio-visual, other media etc.
_____	(13)	Attaining a better understanding of the nature, philosophy, programs, problems and possibilities of community colleges.
_____	(14)	Finding opportunities to participate in interdisciplinary teaching experiences or other innovative projects.
_____	(15)	Gaining experience in teaching new constituencies (ethnic minorities, senior citizens, adult women, prisoners, etc.)
_____	(16)	Locating opportunities to develop consulting skills.
_____	(17)	Knowing how to devise instructional experiments.
_____	(18)	Learning how to have more influence on the formulation of academic policies.
_____	(19)	Knowing how to make effective use of the counselors.
_____	(20)	Learning how to become a more effective advisor to students clubs or organizations.
_____	(21)	Gaining greater depth of knowledge in a discipline.
_____	(22)	Gaining greater understanding of interelated disciplines.

PROFESSIONAL CLIMATE

Please place a check mark (✓) in the space which most nearly describes your perception of the professional climate in which you work at the college. Note that the arrow indicates increasing intensity of feeling in opposite directions. Decide first which adjective best describes your feelings and then select the intensity.

	MORE						MORE	
(23) Friendly	3	2	1	0	1	2	3	Unfriendly
(24) Appreciative								Unappreciative
(25) Conflicting								Harmonious
(26) Paternal								Non-Paternal
(27) Trusting								Suspicious
(28) Imaginative								Unimaginative
(29) Caring								Indifferent
(30) Efficient								Inefficient
(31) Open								Closed
(32) Rigid								Flexible
(33) Stimulating								Dull
(34) Innovative								Repetitive
(35) Facilitating								Inhibiting
(36) Political								Non-Political
(37) Conforming								Non-Conforming
(38) Competitive								Non Competitive
(39) Autocratic								Democratic
(40) Multi-lateral								Unilateral
(41) Orderly								Chaotic
(42) Student Oriented								Faculty Oriented
(43) Faculty Oriented								Administrative Oriented
(44) Administrative Oriented								Student Oriented
(45) Productive								Non-Productive
(46) Qualitative								Quantitative

INCENTIVES

The following kinds of incentives have been used in various colleges and universitites to encourage professional development. How would you rate the importance of each of them in encouraging professional development among faculty members at this college.

RESPONSE KEY: Please use numbers to indicate your response

4. Extremely relevant
3. Fairly relevant
2. Somewhat irrelevant
1. Extremely irrelevant

	RATING
(47) Professional travel allowance	_____
(48) Released time for special assignments	_____
(49) Extra pay for special assignments	_____
(50) Staff involvement in policy making	_____
(51) Special recognition of innovative teaching	_____
(52) Peer evaluations of teaching	_____
(53) Faculty rank	_____
(54) Merit pay increases	_____
(55) Written notes of appreciation from administrators	_____
(56) Special funds for innovative proposals	_____
(57) Tenure policy	_____
(58) Sabbatical policy	_____
(59) Recognition in campus newspaper	_____
(60) Recognition in local newspaper	_____
(61) Opportunities for professional development	_____
(62) Verbal praise from colleagues and administrators	_____

VALUES

A list of institutional values is provided below. These values may vary in their relative importance to faculty members and administrators. Please select from the list three most important values as you see them, for each group and place them in rank order as follows:

	ITEM NUMBERS		
	ADMINISTRATORS	FACULTY	SELF
The Most Important Value	_____	_____	____
The Second Most Important	_____	_____	____
The Third Most Important	_____	_____	____

(63) Developing adequate campus facilities.
(64) Increasing the size of the student population.
(65) Having greater influence of faculty on major policy decisions.
(66) Maintaining a diversified program of student activities.
(67) Achieving greater cost accountability in the college.
(68) Maintaining a faculty dedicated to good teaching.
(69) Achieving excellence among various student performing groups (theatre, debate, orchestra, etc.)
(70) Achieving recognition through winning athletic teams.
(71) Providing a strong program of counseling and advisement for students.
(72) Having greater voice in selection of administrators.
(73) Developing a sound organizational structure for managing the college.
(74) Achieving greater cost accountability throughout the college.
(75) Establishing performance based curricular programs with behavioralized objectives.
(76) Developing high levels of expertise in discipline areas.
(77) Gaining reputation as an innovative teaching faculty.
(78) Expanding programs for the adult population [redacted]
(79) Developing an interdisciplinary program to encourage student development.
(80) Having a strong student government.
(81) Other: _____

UNIVERSITY OF CALIF.
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